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ABSTRACT

Gifted and talented adolescents have special educational and personal needs which call for special adaptations and supplements to the typical school program. A variety of services including counseling, advanced classes, college-level courses, seminars allowing for guided research on a topic of interest, exposure to the arts, opportunities for foreign language study, mentors, and identification and nurturance of vocational talents are suggested to meet those needs at the elementary, middle school and high school level. An individualized growth plan is also recommended to facilitate the matching of individual student needs with available services in school and in the community. A comprehensive model of services for gifted and talented secondary students is also presented, with suggestions in 11 areas, including advanced placement classes, math acceleration, and extra school learning and cultural experiences. (CL)

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Alternatives for In-School Programming Designed to Meet the Cognitive and Affective Needs of Gifted Adolescents

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Gifted children and talented youth have special educational and personal needs which call for special adaptations and supplements to the typical school program. Feldhusen and Wyman-Robinson (1980) presented a list of such special needs which were derived from the research of others and their own experience in working with gifted and talented youth.

1. Maximum achievement of basic skills and concepts.
2. Learning activities at appropriate level and pace.
3. Experience in creative thinking and problem solving.
4. Development of convergent abilities, especially in logical deduction and convergent problem solving.
5. Stimulation of imagery, imagination, spatial abilities.
6. Development of self awareness and acceptance of own capacities, interests, and needs.
7. Stimulation to pursue higher level goals.
8. Exposure to a variety of fields of study, art, professions, and occupations.
9. Development of independence, self direction and discipline in learning.

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10. Experience in relating intellectually, artistically and affectively with other GCT students.
11. A large fund of information about diverse topics.
12. Access and stimulation to reading.

Feldhusen and Reilly (1983) have also discussed the special needs of gifted and talented adolescents. Some of these needs may appear to be equally relevant to average and low ability youth. However, Feldhusen and Wyman-Robinson pointed out that the needs require both qualitative and quantitative adaptations. All youth need instruction at appropriate levels and pace; gifted youth needs instruction at higher curricular levels, at a faster pace.

Gifted and talented youth are not a homogeneous group. They differ tremendously in the nature and level of their talents as well as in their personal and social adjustment patterns. Thus, there is no single program model or strategy which will meet all their needs. Instead a variety of program options or services must be offered, and the process of matching students to options or services calls for individualized educational programs. Figure 1 presents a variety of services which can be offered at the elementary, junior high, and high school level. Figure 2 presents an IEP which can be used to plan individual programs for gifted and talented youth.

The options presented in Figure 1 represent a combination of services already available in many schools and others which can or should be implemented to meet the needs of gifted and talented youth. Before discussing those options we should stop to clarify our definition of "gifted" and "talented." "Gifted" is a term often used, particularly to denote a student who has superior general ability as reflected in IQ and

academic achievement. Some theorists would also have us recognize motivational characteristics and divergent thinking ability as a part of giftedness, but given measurement problems with both of these constructs, neither is firmly established as a part of the definition. "Talent" is superior aptitude in a particular area of human endeavor such as music, science, writing or mathematics. Talents may, of course, be even narrower as in quilting, investments, computer programing, or writing sonnets. We expect that gifted youth will increasingly find their areas of special talent as they reach adolescence and begin to concentrate their educational efforts in those areas. Thus, the term "gifted" may be used more often to refer to younger students who show generally superior abilities while "talent" comes to be used more frequently to designate specialized aptitudes which emerge in adolescence and young adulthood.

In Figure 3 we present a comprehensive model of major areas of program services and adaptations for gifted and talented youth. We begin our discussion in box 1 where we propose that counselors should play a key role in both identification and counselling of gifted and talented youth. Identification calls for a screening process in which prospective students are found and an identification process in which test and scale data are secured on all prospects. Final decision about who is gifted or talented are often made by a committee. An IEP is then written based on talents and abilities identified in each student and on program services available in the school program. Counselors should be intimately involved in all of this process. A model IEP was presented in Figure 2.

In addition to the identification role, counselors should be involved in career and personal counselling activities for gifted and talented youth. In two school systems in Indiana, counselors schedule one period

per week for these youth to participate in small group personal-social counselling focused on being gifted and talented and focused at times on career planning. Gifted and talented youth have unique personal-social problems and career planning needs for which counselors can provide appropriate services.

Within the secondary program there is a need to provide some specially grouped classes in which gifted youth can work with gifted peers at appropriately enriched and accelerated learning activities (Box 3). The recent review of research on grouping by Kulik and Kulik (1983) clearly confirms the value of such classes, especially in sustaining productive attitudes and motivations in gifted youth.

There is also an urgent need to encourage gifted and talented youth to take advanced classes earlier than usual (Kulik & Kulik, 1984) (Box 6). In particular mathematics and science courses should be open to earlier enrollment by talented youth. The new report Academic Precocity by Benbow and Stanley (1983) clearly documents the successes of talented youth who get opportunities to accelerate their educational programs.

Closely related is the need to open doors to college level study early. The College Board Advanced Placement Program (1982) provides the opportunity for high schools to offer 27 college level courses and for talented youth to establish college credits which can be transferred to most colleges and universities. The essential advantage of these courses is that talented youth can have appropriately challenging experiences and be exposed to higher level material early. Alternatively some schools make arrangements with area colleges and universities to provide college course enrollment opportunities at the high school or by having talented youth commute to a college or university.

A central experience for talented youth in many junior and senior high schools is the seminar (Box 4). In a seminar talented youth are often given an opportunity for guided indepth research on a topic of interest, in-class discussions at an intellectually high level, presentations of their research, development of thinking and research skills, and personal-social problem discussions. Gifted and talented youth have need for special career education opportunities to fit their higher level occupational interests and talents (Box 5), and these opportunities can often be incorporated in the seminar. Similarly the need of gifted and talented youth to be exposed to cultural experiences (Box 9) can also be incorporated into the seminar. Youth enrolled in a seminar at one city in Indiana regulary study and do a field trip to one concert, one play and one art exhibit each year. The seminar can thus be adapted to meet several needs.

The arts (Box 7) must be a part of gifted and talented programs for youth who have special talent in any of the art areas. The arts should be viewed as a part of the total school program for gifted and talented youth. The initial identification process should provide for the identification of youth who are talented in the arts and IEPs should be developed to provide the necessary instructional activities in school and in the community.

Foreign language study (Box 10) should be available for gifted and talented youth for exploratory and introductory experiences at the elementary level and for formal study beginning at the seventh grade level. Formal study, once begun, should be continuous through high school and into college so that speaking, reading and writing proficiency can be achieved. Foreign language skill not only provides a proficiency which has practical value in a shrinking world, but it also builds general linguistic competence and understanding in gifted and talented youth.

We close by noting that talents in vocational areas should also be identified and nurtured. It is unfortunate that many secondary programs fail to recognize the value of talents in the areas of home economics, business subjects, agriculture and industrial arts as a part of a general program for the gifted and talented. School personnal often worry about the dangers of the inculcation of elitist tendencies in gifted youth when special programs are provided, but they fail to recognize that when only the academically talented are identified as gifted, they are exacerbating the problem. There is no doubt that some youth show their special talents in the vocational areas as well as the arts and that they should have the same benefits of special identification and educational programming as academically able youth.

In this paper we have reviewed eleven potential areas of foci for program development at the secondary level to meet the needs of gifted and talented youth. These students have special needs which should be addressed by school personnel. For example, mentoring opportunities are being introduced in programs for gifted and talented students in many schools to meet certain career education needs of these students and to provide motivation for higher level goals and aspirations. Youth who have these enhanced opportunities can become the leaders in the professions, the sciences, the arts and the business world of tomorrow. The school's task is to inventory existing program services and develop new programs as necessary. In my home state of Indiana we are making remarkable progress in achieving such goals. Schools in many other states are already providing the services.

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Figure 1

Program Services for Gifted and Talented Youth

Elementary Services	Junior High or Middle School Services	High School Services
1. Full-Time Classes	1. Counselling	1. Counselling
2. Pullout Classes	2. Accelerated Classes	2. Advance Placement Courses
3. Junior Great Books	3. Future Problem Solving	3. Accelerated Classes
4. Future Problem Solving	4. Junior Great Books	4. Foreign Language
5. Olympics of the Mind	5. Olympics of the Mind	5. Seminar
6. Careers Exploration	6. Career Education	6. Independent Study
7. Mentors	7. Seminar	7. Mentors
8. Saturday Classes	8. Individual Tutors or Mentors	8. College Courses
9. Summer Opportunities	9. AP or College Classes Open To Some	9. Career Education
10. Foreign Language - Exploratory Study	10. Higher Math Classes Open	10. Correspondence Study
11. Grade Advancement	11. Foreign Language	11. Opportunities in Arts and Humanities
	12. Opportunities in Art, Music, Drama and Dance	

Figure 2

GROWTH PLAN

NAME _____ PHONE ( )

GRADE LEVEL _____ DATE _____

CURRENT COURSES 1. 2. 3. 4.

ATHLETICS 1. 2. 3. 4.

CLUBS, ORGANIZATIONS 1. 2. 3.

AWARDS, HONORS 1. 2. 3.

TEST SCORES 1. 2. 3.

4. 5.

PRIOR EXPERIENCE IN GIFTED PROGRAM

PRIOR RESEARCH EXPERIENCES 1. 2.

INTEREST ANALYSIS 1. 2. 3. 4. 5.

LEARNING STYLES 1. 2. 3. 4. 5.

STUDENT'S OWN GOALS

RECOMMENDED CLASSES FOR NEXT YEAR

RECOMMENDED ACTIVITIES IN SCHOOL

RECOMMENDED EXTRA SCHOOL ACTIVITIES

FINAL PLAN

Figure 3

Major Areas of Program Services
At The Secondary Level

1

COUNSELLING SERVICES

1. TALENT IDENTIFICATION
2. EDUC. COUNSELLING
3. CAREER COUNSELLING
4. PERSONAL COUNSELLING

2

ADVANCED PLACEMENT CLASSES

OPEN TO STUDENTS
GRADES 9 - 12

3

HONORS CLASSES

ENGLISH
SOCIAL STUDIES
BIOLOGY
LANGUAGE
HUMANITIES

4

SEMINAR

1. INDEPTH STUDY
2. SELF SELECTED TOPICS
3. CAREER EDUCATION
4. AFFECTIVE ACTIVITIES
5. THINKING, RESEARCH & LIBRARY SKILLS
6. PRESENTATIONS

5

CAREER EDUCATION

1. MENTORS
2. SEMINAR EXPERIENCE*
   - A. STUDY OF CAREERS
   - B. STUDY OF SELF
   - C. EDUCATIONAL PLANNING

6

MATH ACCELERATION

1. BEGIN ALGEBRA IN 7TH GRADE
2. CONTINUE ACCELERATION AND FAST PACED MATH
3. OPEN SCIENCE COURSES TO EARLIER ADMISSION

7

THE ARTS

1. ART
2. DRAMA
3. MUSIC
4. DANCE

8

EXTRA SCHOOL LEARNING EXPERIENCE

1. SATURDAY SCHOOL
2. SUMMER CLASSES
3. CORRESPONDENCE STUDY

9

EXTRA SCHOOL CULTURAL EXPERIENCE

1. CONCERTS, PLAYS, EXHIBITS
2. FIELD TRIPS
3. TOURS ABROAD
4. MUSEUM PROGRAMS

10

FOREIGN LANGUAGES

1. LATIN OR GREEK
2. FRENCH OR SPANISH
3. GERMAN OR ORIENTAL

11

VOCATIONAL PROGRAMS

1. HOME ECONOMICS
2. AGRICULTURE
3. BUSINESS
4. INDUSTRIAL ARTS